

College and Career Literacy

Lesson Preparation

Daily Lesson 1	READING	
	TEKS	Ongoing TEKS
	E1. Fig 19B	E1.Fig19A E1.26A
Key Understandings and Guiding Questions	<ul style="list-style-type: none"> Readers create connections to make text personally relevant and useful. — How is fiction relevant to our everyday lives? 	
Vocabulary of Instruction	<ul style="list-style-type: none"> Comprehension 	
Materials	<ul style="list-style-type: none"> Reader's Notebook (1 per student) Teacher Reader's Notebook (1) 3-4 novels (group sets with enough copies for one per student) Timeline/calendar (1 per student) Chart paper (if applicable) 	
Attachments and Resources	<ul style="list-style-type: none"> Handout: IR Book Page (1 per student) Teacher Resource: English I Unit 05B Reading Appetizer (1) 	
Advance Preparation	<ol style="list-style-type: none"> Prepare to display visuals as appropriate. Prepare group sets of 3-4 novels. Consider choosing books of varying reading levels. Prepare background information about each of the novels. If desired, select a short passage from each novel as a “teaser.” Determine the timeline students will have to complete reading the selected novel. (Keep in mind that this is a 3-week Unit with 11 Daily Lessons.) You may decide to extend this assignment through Unit 06. If so, adjust the IR Book Page as needed. Prepare a blank monthly calendar or timeline for students beginning with the present date and including the dates for scheduled “Book Chats” and completion of the novel (Daily Lesson 11 unless you decide to extend into Unit 06). Refer to Teacher Resource: English I Unit 05B Reading Appetizer and prepare accordingly. 	
Background Information	<p>During this Instructional Routine, students will work together to create a brief task analysis on a calendar/timeline. The goals of the analysis are to make sure that students complete the novel within the designated time and are able to provide insight and depth of thinking during their “Book Chat” meetings. Examples may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> Number of pages to be read each day Ideas for discussion starters, including asking relevant and insightful questions 	

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	<ul style="list-style-type: none"> • Individual student roles • Ground rules for group discussions, such as tolerating a range of positions • How to evaluate the effectiveness of the meetings
Teacher Notes	<p>Students should continue to apply their understanding of the Word Study skills learned and practiced in Units 01-04 in the context of the texts they are reading.</p> <p>During this Unit, students will apply prior learning to specific tasks aimed at preparing them for college and career, such as researching various careers and writing a letter to a prospective employer detailing their qualifications for a specific position.</p> <p>In addition to these tasks, students should continue to read independently. The Independent Reading emphasis for this Unit will be a fictional novel, and Daily Lessons 1, 7, and 11, along with the Reading Appetizers, will provide specific opportunities for students to participate in “Book Chats” to discuss their selected texts with other students reading the same text.</p>

Instructional Routines

Daily Lesson 1	READING
Duration and Objective	<p>Suggested Duration: 50-60 min.</p> <p><u>Content Objective</u>: Students discuss and analyze plot development, characterization, point of view, historical and cultural context, and theme through independent reading of a novel.</p>
Mini Lesson	<ol style="list-style-type: none"> 1. Ask: How are reading and writing relevant in the everyday lives of adults? Discuss responses. 2. Ask: Why would an adult want to read fictional texts? Discuss responses. 3. Explain to students that over the course of this unit, they will have the opportunity to apply the skills they have learned throughout the year as they explore information relevant to their futures. 4. In addition, they will be reading a novel independently and then participating in group “Book Chats” with others who are reading the same novel. Explain expectations and timeline for “Book Chats” and completion of the novel. 5. Display and discuss Handout: IR Book Page so that students will have an understanding of the requirements of the “Book Chats” and can take these into consideration as they determine their group calendar/timeline for reading. 6. Provide background information and “teasers” for each novel. 7. Refer to Anchor Chart: What Good Readers Do from previous Units and review strategies recorded. Encourage students to annotate using sticky notes or flags, recording information in their Reader’s Notebook, etc. to aid in comprehension and as a reference for discussion points during their group “Book Chats.” 8. Have students chose a novel, then form a group with 2-3 others who are reading the same book (depending on class size, you may have more than one group for the same novel). 9. Distribute calendars/timelines and Handout: IR Book Page to students. Explain that in their groups, they should determine a reading schedule in order to complete the novel by the assigned date and have significant portions read for meaningful discussions during their “Book Chats.”
Learning Applications	<ol style="list-style-type: none"> 1. In small groups, students create a calendar/timeline for their group novel. Refer to Handout: IR Book Page as needed. 2. Students engage in Independent Reading.
Closure	<ol style="list-style-type: none"> 1. In small groups, students discuss their initial impressions of their selected novel.